



Indira Gandhi
National Open University
School of Education

BESE-066
Adolescence and
Family Education

Block

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ADOLESCENCE

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and Social Development) 7**

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BESE-066 ADOLESCENCE AND FAMILY EDUCATION

Block 1 Adolescence

- Unit 1 Understanding the Adolescent (Physical, Cognitive and Social Development)**
 - Unit 2 Behavioural Pattern of Adolescents**
 - Unit 3 Common Concerns of Adolescents**
 - Unit 4 Role and Function of Teachers and School for Guiding Adolescents**
-

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- Unit 5 Basic Concept and Objectives of Life Skills Education**
 - Unit 6 Sexual Health Education**
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- Unit 10 Concept of Family in Indian Context**
 - Unit 11 Family Life Education - Concept and Importance**
 - Unit 12 Role of Home, School and Religion**
 - Unit 13 Building and Sustaining Family Relationships**
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Block 4 Capacity Building

- Unit 14 Value-based Interventions in Schools for Adolescent and Family Health**
 - Unit 15 Value-based Interventions in Teacher Education Institutions**
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 - Unit 17 Dealing with Situations of Co-education in Schools**
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BESE-006 ADOLESCENCE AND FAMILY EDUCATION

Introduction to the Course

Adolescence is a most important period of human life. It is an age of transition from childhood to adulthood. As a result, lot of physical changes take place in the human body during this period. Physical changes are accompanied by changes in behaviour and attitudes.

Adolescents require guidance to develop healthy ways of living as they are prone to risk taking behaviour which brings them to indulge in drug abuse, alcohol, under peer pressure as well as may lead them to contract HIV/AIDS infection. A large group of our country's population ranges between the ages 13 and 21 years. Therefore, the country's success in various fields of life depends on the proper guidance of adolescents. This course discusses the nature and changes emerging in transition period from childhood to adulthood and also the various problems fraught with developmental characteristics so that you as a teacher can deal effectively with the problems of adolescents in future.

The present course "Adolescence and Family Education" covers various aspects of adolescence as well as deals with life skills and family life education which will help you to understand the adolescent as well as equip you to imbibe and inculcate healthy life skills in your students.

This course consists of four blocks. They are:-

- Adolescence
- Life Skills Based Education and Objectives
- Family Life Education
- Capacity Building

Block 1 deals with basic characteristics of adolescents, their behaviour and common concerns. The role and function of teachers and school in facilitating the healthy development of adolescents has been highlighted so that, as a teacher, you can help your students in their fullest development.

Block 2 deals with Life Skills Based Education. The discussion is aimed at understanding the need and basic objectives of life skill education in the process of guiding the youth. This block also discusses the matters of sexual health education which will help you to better understand the problems of your students. It also discusses basic life skills which will equip you with the knowledge of basic skills which are required to be inculcated in the students.

Block 3 deals with Family Life Education. It examines the nature of family in Indian context and also discusses the concept and importance of family life education for the adolescents. It draws out the role of various agencies like home, school and religion in preparation of adolescents for the future life.

Block 4 deals with Capacity Building. In this block various value based interventions are discussed, which should be carried out in schools as well as teacher education institutions for promoting adolescent and family health. The third unit of this block discusses health and hygiene programmes to be carried out in schools. The last unit highlights the problems encountered in co-educational schools.

BLOCK 1 ADOLESCENCE

Introduction to the Block

This block deals with Adolescence which is a crucial period in the life of an individual. Block 1 comprises of four units.

Unit 1 **"Understanding the Adolescent"** discusses the characteristic features of adolescence, from the point of view of physical, cognitive and social development. It also emphasizes on the psychological and emotional developmental aspects of adolescence.

Unit 2 **"Behavioural Pattern of Adolescents"** discusses the behavioural characteristics of adolescence. Due to rapid pace of development and influence of society, individuals undergo many changes physically, mentally as well as emotionally. This gives rise to change in behaviour during adolescence. This unit also emphasizes on the need of understanding adolescent behaviour and role of teachers in the adjustment of individuals.

Unit 3 **"Common Concerns of Adolescents"** describes personal, socio-cultural concerns and also highlights the preventive measures that should be taken to overcome these problems.

Unit 4 **"Role and Function of Teachers and School for Guiding Adolescents"** deals with school and teachers that have a special responsibility of shaping the future of the country. It is therefore, important that they understand and realize their important role in guiding the adolescents. This unit discusses the role of education in various aspects of growth and development as well as highlights the ways in which a school can help in the better adjustment of adolescents.

UNIT 1 UNDERSTANDING THE ADOLESCENT (PHYSICAL, COGNITIVE AND SOCIAL DEVELOPMENT)

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 What is Adolescence: Purpose of Understanding It
- 1.4 Meaning, Nature and Definition
- 1.5 Characteristics of Adolescence
 - 1.5.1 Characteristics of Physical Development
 - 1.5.2 Psychological and Emotional Development
 - 1.5.3 Nature of Cognitive (Mental) Development
 - 1.5.4 Socio-cultural Development
- 1.6 Phases of Growth and Development
 - 1.6.1 Early Adolescence
 - 1.6.2 Mid Adolescence
 - 1.6.3 Late Adolescence
- 1.7 Adolescents in Indian and Global Context Level: Demographic Profile
 - 1.7.1 Educational Profile
 - 1.7.2 Health Profile
 - 1.7.3 Behavioural Profile
- 1.8 The Proceedings of HIV Prevention for Adolescents and the Agencies Involved
- 1.9 National Education Action Plans and Common Minimum Content for HIV/AIDS Prevention within the Framework of Adolescence Education
- 1.10 Let Us Sum Up
- 1.11 Unit-end Exercises
- 1.12 Suggested Readings
- 1.13 Answers to Check Your Progress

1.1 INTRODUCTION

Growing up is a natural process and natural growth pattern takes place in human beings at different states of their development. The biological equipment with which we enter the world and the environmental forces, which exert themselves upon us, as we grow and develop, all serve to shape individuality.

Educators and psychologists have pointed out different ways of describing the stages of development in the life span of an individual, how an individual reacts to events, the mannerism, talents, interests, intelligence, aptitudes and other aspects of personality. Do they inherit these characteristics? Do their differences develop out of their environmental experiences? Are some differences, the result of inherited and environmental factors interacting? These are some broad principles that explain the overall growth process in the individuals. These principles simply help a teacher to understand the direction, characteristics and growth rate of the development of children. Since many physical, emotional and mental changes are seen in different phases of life, in this unit we propose to demarcate these stages with special reference to the adolescent phase and its chief characteristics and major directions of development.

1.2 OBJECTIVES

After going through this unit, you should be able to:

- define the phases of growth and development in an individual's life span;
- describe the characteristics of Adolescence;
- explain the cognitive, physical and social aspects of Adolescence;
- state the demographic profile of Adolescent in National and global context;
- discuss the proceedings of HIV/AIDS prevention agencies within the framework of Adolescence education; and
- chalk out the common minimum content for HIV/AIDS prevention in adolescents and future action plans.

1.3 WHAT IS ADOLESCENCE : PURPOSE OF UNDERSTANDING IT

Adolescence is the period of transition from childhood to adulthood. It is the most crucial and significant period of an individual's life. It is the period of rapid evolutionary changes in the individual's physical, mental, moral, spiritual, sexual and social outlook. It is generally thought to begin with the onset of puberty and it is also termed as period of learning, development, new dimensions and also period of anxieties and complexity.

Except in rare cases of severe biological abnormality, boys and girls achieve sexual maturity early in adolescence and physical maturity by the end of it. Each of these invariable processes of maturation is independent of personal control. The real problems of the adolescent, therefore, lie in the area of social, emotional, moral and economic maturity.

As educators and parents we can do a lot to solve the problems of students at this stage. Education about growing up, our bodies, sex and sexually transmitted infections, encourage young people to realize the consequences of the phase.

1.4 MEANING, NATURE AND DEFINITION

Understanding the
Adolescent (Physical,
Cognitive and Social
Development)

Etymologically the term adolescence comes from the Latin word 'Adolescence' which means to grow or to grow to maturity. It emerges from the later childhood stage and merges into adulthood during which the child develops into a man or woman.

For the study of Adolescence, psychologists gather information from and about adolescents in many ways:

1. Direct observation of individuals and growth.
2. Genetic case studies of individuals.
3. Attitude Scales, on which adolescents rate their reactions to listed items or phrases.
4. Non-directive Interviews in which the adolescent is free to discuss what he/she pleases.
5. Standardised Interviews, which use a fixed set of questions.
6. Projective Techniques that interpret the imaginative responses of adolescents to test situations.
7. Adult Recollections and Adolescent Diaries which constitute a good source of information about activities and feelings usually written by the intelligent adolescents.
8. Questionnaires and Anecdotes told about particular adolescents by their peers and superiors.

Not all of these methods are suitable for every study. Their reliability and validity vary from one method to the other. However, by putting together the results obtained with all of them, a reasonably clear picture of adolescent development can be obtained.

Adolescence has been defined and explained differently by educators and psychologists.

1. According to J.A Hadfield (1962). "When we speak of Adolescent as growing up, we mean that the youth is leaving behind the phase of protective childhood and is becoming independent".
2. Jean Piaget defines adolescence as "the age of great ideals and the beginning of theories as well as the time of simple adaptation of life".
3. Stanley Hall describes the period of adolescence as "a period of great stress and strain, storm and strife".

Based on the above definitions, we can say that adolescence is a process rather than a period, a process of achieving the attitudes and beliefs, learning how things and ambitions through which an individual moves from childhood to adulthood.

ADOLESCENCE IN A NUTSHELL

- A period of rapid physical, emotional, social and behavioural change.
- A phase in the life span, the very essence of which is characterized as "transitional owing to sudden increase in the activity of adrenal glands and hormones".
- A stage reflecting development of secondary sexual characteristics, self-identity and sex drive.
- A period of changing relationship with parents, peer group and opposite sex.

Check Your Progress

Notes : a) Use the space provided for your answer.

b) Compare your answer with those provided at the end of this unit.

1. Define adolescence.

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1.5 CHARACTERISTICS OF ADOLESCENCE

At adolescence sexual urges become predominant and they require proper direction. Since adolescence presents some complex problems to both the parents and teachers, it is a major concern of the educators to decide about the methods and means to impart sex education to adolescents. In the present unit we will deal particularly with it. Characteristics and different phases of adolescence and related diseases including HIV/AIDS prevention will also be discussed.

Following two theories have been put forward by the psychoanalyst school of thinkers to explain development during adolescence.

A. Theory of Saltatory Development

B. Theory of Gradual Development

Theory of saltatory development: This theory has been propounded by G. Stanley Hall, a famous psychologist. He made an intensive study on the nature of adolescence and described its characteristics in detail. According to Hall, the physical, psychological and emotional changes take place at a very rapid speed. In his book '*Adolescence*' (1904) he described the period of adolescence as a period of great stress and strain, storm and strife. It is the period of new learning, self-assertion, self-abasement and a self-basement. It is a period when new interests in adult life and in vocations develop.

Theory of gradual development: Famous psychologists, like Thorndike and Kinsey are of the opinion that the physical, psychological and emotional changes that take place in the child are gradual. The late childhood and adolescence are interlinked and in late childhood the symptoms of adolescence start themselves.

Any period of life tends to be characterized by physical, psychological and social developments specific in origin and timing to that period. But the period of adolescence, more than any other, is characterized by an upsurge of changes and behavioural contradictions. It has traditionally been assumed that such behaviours are hormone driven but recent studies are of the view that in fact, teenage brains are going through a process of maturation and it is this maturation, which many now believe to be responsible for much of the behaviour. We now describe a few broad characteristics, which explain the overall process of development in an adolescent.

1.5.1 Characteristics of Physical Development

It is during adolescence that rapid physical growth and changes in physiological processes take place. Arising from the hormonal changes, these developments produce reproductive maturation.

Important external and internal bodily changes that take place during adolescence are as under:

Height, weight and body proportions: The average girl reaches her mature height between the age of 16 and 17 and a boy a year or so later. Weight changes follow a timetable similar to that of height changes and various parts of the body gradually come into proportion.

Sex organs and endocrine system: Both female and male sex organs reach their mature size in late adolescence. The sex glands become functional and there is a temporary imbalance of entire endocrine system in early adolescence.

Apart from these, the digestive system, and the respiratory system matures and the skeleton stops growing at about age of 17. Tissues other than bones continue to develop.

Sequence of Physical Changes During Adolescence

Sl. No.	Male	Female
1.	Growth of testes and scrotum generally by the onset of puberty begins between age 10 and 11 years.	Puberty among girls begins between 8 and 12 years of age and ends around 16 years of age.
2.	Pubic Hair appearance.	Breast budding starts from 8 to 13 years and completes between 13 and 18 years.
3.	The spurt in height, wider shoulders and the boy becomes more muscular.	Growth of bony pelvis.
4.	Voice change.	Growth spurt starts around 10 years of age and peaks at 12.
5.	Growth of body hair.	Pubic hair appearance
6.	Activation of oil and sweat glands.	First menstrual period is seen between the ages of 9 and 18 years.
7.	Growth of facial hair.	Growth of body hair, activation of oil and sweat glands, completion of the growth of uterus and vagina as organs for reproduction.

1.5.2 Psychological and Emotional Development

Adolescence is a period of progress towards mental, intellectual and emotional maturation. Like the rapid development of the body; the rapid development of the mind also starts. An adolescent displays a tendency to be independent like an adult rather than remaining dependent on others like a child. Following mental, emotional and psychological characteristics are evident in the adolescent:

- **Emotionally dominated life**

The adolescent is driven by emotions, instincts and tendencies and this influence changes from moment to moment. Due to this change, he lives in contrasting mental moves.

- **Independence**

The process of physical, psychological and social maturation initiates among adolescents a tendency to be independent. They start distancing themselves from the adult world. They begin to shift from parents to peers.

- **Imaginative activity and choice of ideal**

During this period the adolescent indulges in imaginative activities and choice of hero or ideal is also made. His superiors, elders, and characters of dramas and figures of history attract him. Because of his attitude he tries to equilibrate his imagination with the world of reality.

- **Identity**

Adolescents struggle to define themselves and establish their personal identity. They display their gender role identity and sense of esteem and competence. The adolescents want to select their own occupation with the desire to find their place in the world.

- **Intimacy and peer group dependence**

During adolescence, some basic changes occur in defining relationships. In an effort to assert their identity and independence, adolescents tend to break away from the close emotional ties of parents and prefer the company of their friends.

1.5.3 Nature of Cognitive (Mental) Development

Mental development is closely related with intelligence and the capacity to learn. It is also a kind of intellectual growth which the individual has to attain with the help of maturation, learning and education. The characteristics of mental development during adolescence are :

1. Tremendous development of memory and imagination.
2. Increased ability to communicate with others.
3. Increased ability to generalize facts.
4. Increased ability to deal with abstract terms.

5. Ability to understand relationship between objects and to solve problems of increasing complexity and difficulty.
6. Increased ability of decision-making and understanding of moral issues.

Thus mental development begins with the ability to respond to simple stimuli and with the passage of time it acquires a complex nature. In other words, the mental development of an individual is indicated when he/she is able to perform mental processes successfully.

Our mental activities are of various types and they are based upon our responses, reactions, various environmental stimuli etc. The major categories of mental activities are sensation, perception, memory, imagination and reasoning. Psychologists have done a great service in the field of classifying adolescents on their mental performance or development on the basis of measurement and interpretation.

Piaget's Work on Cognitive Development

Jean Piaget (1896-1980) is regarded, as one of the pioneers in psychological investigation of children. His work on cognitive development at the adolescent phase of life span is quite remarkable. According to his theory, a series of developmental stages are found in human growth and there are four basic concepts of cognitive development in this process:

1. **Schemes (Cognitive Structure)** - The patterns of behaviour are used in dealing with objects in their environment. As development proceeds, each pattern enlarges and changes. Schemes may be classified as behavioural or cognitive. They are behavioural when the action is that of grasping an object like swimming or cycling. They are cognitive, when the action is that of solving problem or learning concepts.
2. **Assimilation** - Assimilation implies incorporation of something from the environment. New ideas, concepts and stimuli are taken in and incorporated into one's existing set of schemes. It is, however, necessary that the object or event to be assimilated must fit in an existing scheme.
3. **Accommodation** - Many a times the existing scheme doesn't work. Accommodation involves modification or change of some elements of an old scheme or learning new scheme which is more appropriate for the new object. Under this situation a person might change the scheme. This is accommodation.
4. **Equilibration** - According to Piaget when by the existing scheme the new situation is not fully handled then a state of imbalance is created and an individual tries to restore the balance. This process is called equilibration. Piaget believes that learning depends on this process.

Piaget's views are quite familiar in the new educational thought. Instructions in the classroom would serve the function of setting into motion the process of assimilation and accommodation for the particular areas of thinking, understanding and exploration.

Adolescence

There is a very little difference in the reasoning process of adults and adolescents. The reasoning of adolescents is often vague and needs more consistency due to lack of experience and the maturity level increases with the cognitive aspect of development.

1.5.4 Socio-cultural Development

Behavioural changes are reflected in an adolescent due to socio-cultural impact. The interaction of adolescents with the existing socio-cultural environment results in some new developments. It initiates a process of redefining their social relationships. Society generally does not define a distinctively definite role for adolescents, Hence, they are caught in the ambiguous overlap between the categorically defined roles of childhood and those of adulthood. Their psychological needs also are not appreciated in proper perspective by the society. This, at times generates aggressive and reactionary behaviour among them, which many a time is socially disapproved. That is why this period is generally denoted as period of stress and storm. The socio-cultural developments include: (1) social consciousness: (2) attraction for the opposite sex: (3) adult-like behaviour: (4) peer group preference; and (5) changes in family relationships.

Check Your Progress

Notes : a) Use the space provided for your answer.

b) Compare your answers with those provided at the end of this unit.

2. State the characteristics of mental development during adolescence.

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3. Discuss the process of socio-cultural development during adolescence.

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1.6 PHASES OF GROWTH AND DEVELOPMENT

1.6.1 Early Adolescence (Age 9 to 13yrs.)

This phase of development is considered the early adolescence period and also known as pre-adolescence period. The spurt in physical growth, during the pre-adolescence period is both sudden and distinct. During this phase, adolescents experience a period of rapid social development. An increase in their own sexual development gathers momentum. They strive to move with peers. In early adolescence, development mainly centralises around the self-image as the result of psychological changes.

1.6.2 Mid Adolescence (Age 14-15yrs.)

This phase of adolescence is the most recognised phase for the development of physical, emotional and intellectual capacities. The secondary sexual characteristics continue to develop and at this time round, there appears a sense of self-dependence by the feeling of responsibilities among them. The cultural transition and transformation takes place with the emotional influence.

1.6.3 Late Adolescence (Age 16-19yrs.)

In this phase of growth and development adolescents have more or less a stable sense of their own identity and place in society. The secondary sexual characteristics are well developed. Adolescents at this time round are able to define life goals, although economic dependence on parents may continue. They are concerned with the preparation for the future and survival in the present scenario.

It must be noted here, that there is a great deal of overlapping among these three phases, as development rarely takes place in strict conformity with a set of norms.

1.7 ADOLESCENTS IN INDIAN AND GLOBAL CONTEXT LEVEL : DEMOGRAPHIC PROFILE

According to the 2001 census, adolescents constitute about 22 percent of the total population and this trend is still growing in India. Within the adolescent population, the males outnumber the females. The female adolescents constitute 47 percent while male adolescents constitute 53 percent. The mean age at marriage is 18 years for females and 22.6 years for males.

The phenomenon of gender differentials in mortality rates during adolescence is also a matter of concern. Mortality rates among females are higher as compared to those among males. The pervasive gender discrimination, lower nutritional status, early marriage, complications during adolescent pregnancy and child birth contribute to high rates of female mortality.

1.7.1 Educational Profile

Illiteracy, particularly in the female adolescents continues to be a major challenge. Twenty five percent of the 15-19 years age group in rural areas and 10 percent in urban areas are illiterate. The country had achieved over 90 percent Gross Enrolment Ratio (GER) at primary stage in 2002 and 60 percent in upper primary stage. The dropout rates at all the school stages have been declining. But gender disparities persist, as girls account for less than 50 percent enrollment at all stages of schooling. Rural girls are most disadvantaged. Economic compulsions force adolescents to participate in the work force, resulting in high drop out rates at secondary and senior-secondary school level.

1.7.2 Health Profile

Malnutrition among adolescents in India is another matter of great concern. More than 70 percent girls in the age group of 10-19 years suffer from severe or moderate anemia. Adolescent mothers are at higher risk of miscarriages, maternal mortality and giving birth to stillborn, under weight babies (DLHS-RCH, 2004).

AIDS is the most critical concern in view of the high vulnerability of adolescents to HIV infection. Over 35 percent of all reported AIDS cases occur among young people in the age group of 15-29 years. The prevalence rate of HIV infection among males is 0.34 percent and among females 0.71 percent (UNFPA, 2003)

1.7.3 Behavioural Profile

Drug abuse is fast emerging as a problem in adolescents. In India, nearly 24 percent of the drug users are in the age group of 12-18 years. Incidence of vagrancy, delinquency, alcoholism, drug addiction, truancy and crimes amongst adolescents have also been sharply increasing. Most of the rape victims are in the age group of 14-18 years. The enhancement of the gap between puberty and age at marriage, peer pressure, and increasing mobility make adolescents vulnerable to premarital and unprotected sex leading to AIDS and other sex related diseases.

1.8 THE PROCEEDINGS FOR HIV PREVENTION FOR ADOLESCENTS AND THE AGENCIES INVOLVED

Risk of HIV infection is one of the major problems facing adolescents today. It has already claimed millions of lives and has caused enormous social and economic loss throughout the world. In the context of the unfolding HIV/AIDS epidemic, access to such information and skills for dealing with risky situations becomes vital. The National Common Minimum Programme adopted by the Government at the centre in May, 2004 pledges that it will provide leadership to the National AIDS control effort. The Government has identified and included this in the list of priority thrust Areas and revamped the National Aids Control Organisation (NACO) institutional arrangement at the apex level with a view to making it an agency with a multi sector out look and approach. In the above context, Govt. of India has identified prevention among adolescents as an urgent and immediate priority for action and has drawn up a National Action Plan for HIV Prevention Education of which key element is to reach 100 percent of all secondary and senior-secondary schools. Under adolescence education programme in the academic year 2005-06, DOE (MHRD) organized Regional workshops in collaboration with NACO. The state and Union Territory Education Departments and UNICEF, to further this agenda developed the State Action Plans (SAPs). The SAPs aim to synergise all ongoing adolescence education efforts that may have different funding sources but the same vision of equipment and accurate information

In light of global and Indian experience, skills based education and linkages to

services have proved to be the best ways of prevention against HIV/AIDS, hence the Department of Secondary and Higher Secondary Education and NACO have positioned the Adolescence Education Programme as a key intervention for preventing new HIV infection, reducing vulnerability to the infection and infection positive behaviour development. An analysis of the AIDS Education Programme (AEP) coverage has indicated that challenges remain and have to be overcome in the accelerated scaling up.

A national high-level meeting, focussed on collective commitment and consensus on the National Adolescent Education Plan Document (NAEPD) is in process of equipping over 10 million young people. It aims at:

- Securing the commitment of states/UT Departments of Education and National Education bodies for the implementation of the Adolescence Education Programme.
- Ensuring adequate technical and financial resources for implementation of all the State Action Plans (SAPs) and the Organization Action Plans (OAPs) of National Educational Bodies that have been prepared pursuant to the National Action Plan (NAP).

As a measure to strengthen the capacity of SCERTs and DIETS to implement and monitor the programmes, the National Education Apex Organizations like NCERT, NCTE, CBSE, NVS, KVS and IGNOU are also putting their feet together in these efforts and incorporating measures into the education policy to prevent stigma and discrimination against learners and educators and ensure access to life skills education for HIV prevention.

Given the rising epidemic and the urgent need to implement a multi-sectoral solution, acceleration of partnership between Ministry of HRD and NACO has resulted into National Action Plan to cure this disease. The Action plan outlines specific outcomes and time frames for scaling up the school AIDS Education Programme under co-curricular activities for the classes IX-XII to 100 percent of the schools by the end of 2005.

1.9 NATIONAL EDUCATION ACTION PLANS AND COMMON MINIMUM CONTENT FOR HIV/AIDS PREVENTION WITHIN THE FRAMEWORK OF ADOLESCENCE EDUCATION

The Ministry of Human Resource Development (MHRD) and the National AIDS Control Organization (NACO) as a key intervention in prevention of HIV infection among adolescents, positioned the Adolescence Education Programme (AEP). There are on going efforts in the area of adolescence & life skills education with the close cooperation of NACO and UNICEF with a view to harmonise approaches and support scaled implementation. The strategies and key components of the acceleration include:

- (1) School AIDS Education Programme (SAEP).

- (2) Scheme on Co-curricular Activities on Skill Development in Adolescents Education (CASDAE) under the National Population Education Programme (NPEP).
- (3) The Adolescent Reproductive and Sexual Health (ARSH) project.

A common minimum Framework, is developed by the NCERT as a part of scheme on co-curricular activities on skill development in Adolescent Education (CASDAE) under NPEP for curricular activities, training, resources and common minimum framework is developed for Teacher Education, by NCERT. A revised National Framework on Teacher Education is financed and this covers the pre-service and in-service education of teachers and teacher educators. It is expected that through this exercise, there will be a realistic hope of equipping adolescents with the necessary life skills and knowledge to handle risky life situations to which they may be exposed and protecting themselves against the HIV/AIDS epidemic.

1.10 LET US SUM UP

Understanding the Adolescent phase of life span helps us in understanding the learning process of this phase and solving the related problems at the time of teaching and forming strategies to overcome them. In this unit you have studied the meaning of Adolescence and concept of human growth and development. The phases of growth and development with the age group categorization have also been discussed. The characteristics of adolescence have been described with the remarkable physical, emotional, cognitive and socio-cultural aspects at this stage. You have also studied the demographic profile of adolescents in India with the data configuration of different aspects. You have acquired knowledge of the crucial problem of HIV/AIDS in adolescence and the proceedings of preventive strategies of international and national agencies. We must have a psychological approach to the adolescents so that they can face the complexities of the world with a mature outlook.

1.11 UNIT-END EXERCISES

1. Select any five students studying in secondary classes. On the basis of your interaction with them, chalk out the characteristics of the group-physical, mental and emotional.
2. How can the understanding of Adolescence be useful for teachers at the Secondary and Sr. Secondary level? How can educational institutions make out strategies and action plans to implement sex education and knowledge of HIV/AIDS at this stage?

1.12 SUGGESTED READINGS

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**Understanding the
Adolescent (Physical,
Cognitive and Social
Development)**

1.13 ANSWERS TO CHECK YOUR PROGRESS

- 1) Adolescence is a period of transition from childhood to adulthood characterized by rapid physical, emotional, social and behaviour all change.
- 2) The characteristics of mental development during adolescence are:
 - a) Increase in memory and imagination.
 - b) Increased ability to communicate.
 - c) Increased ability to deal with abstract terms.
 - d) Ability to understand relationship between objects and to solve problems of increasing complexity and difficulty.
 - e) Increased ability of decision making and understanding of moral issues.
- 3) The socio-cultural developments include:
 - a) Social consciousness.
 - b) Peer group preference.
 - c) Changes in family relationships.

UNIT 2 BEHAVIOURAL PATTERN OF ADOLESCENTS

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Need to Study Behaviour Pattern
- 2.4 Characteristic Features of Adolescent Behaviour
- 2.5 Causes for Typical Adolescent Behaviour
 - 2.5.1 Physical Development
 - 2.5.2 Cognitive Development
 - 2.5.3 Social Development
- 2.6 Consequences of Maladjustment
- 2.7 Role of Counselling
- 2.8 Let Us Sum Up
- 2.9 Unit-end Exercises
- 2.10 Suggested Readings
- 2.11 Answers to Check Your Progress

2.1 INTRODUCTION

As you have studied in previous unit, adolescence is a period of marked changes in the life of an individual. During this stage of adolescence a young individual transforms into an adult, develops his identity apart from his family and is faced with the task of deciding how to earn a living.

During the adolescent years, an individual experiences many changes, which occur physically, mentally as well as socially. At the onset of adolescence, most youngsters experience a period of very rapid physical growth (the adolescent growth spurt) accompanied by the gradual development of reproductive organs and secondary sexual characteristics. These changes occur over a period of about two years and culminate in puberty. Girls mature earlier than boys. Adolescents are also developing mentally and beginning to hold their identity apart from their family. They are beginning to realize their social responsibilities and want to play an important role in the society. Secondly, the society also begins to view them differently as adults and they are expected to behave in a responsible way and abide by the norms of society as well as develop a social role for themselves.

All these conditions leave the adolescent stressed out both physically and mentally, where the homeostatic condition of his/her body is disturbed as well as he/she tries to establish harmonious relationship with the society. Thus, adolescence is also referred to as a stage of stress and storm. This stage of

psychosocial development in an individual gives rise to a characteristic behaviour and the adolescents manifest a typical behaviour pattern. In this unit we shall focus on the typicality of adolescent behaviour as well as its impact on their lives vis-a-vis, the society. We shall also try to focus on the need to studying the adolescent behaviour as well as the causes of maladjustment in adolescents.

2.2 OBJECTIVES

After going through this unit, you should be able to:

- understand the need of studying behaviour pattern;
- explain the characteristic features of adolescent behaviour;
- discuss the reasons for typical behaviour pattern in adolescents;
- understand the importance of normal adjustment process in the life of an individual.

2.3 NEED TO STUDY BEHAVIOUR PATTERN

It has been observed that adolescents who are stressed out both physically and mentally tend to show some common visible behaviour, which is marked by anxiety, mood swings and manifestation of anger etc. So in their hour of crisis the adolescents need support as well as correct information over the issues, which worry them. So it is essential for teachers like you to understand the behaviour pattern of adolescents as well as realize your important role in guiding the youth for the development of a healthy society.

As teachers you will also have an opportunity to interact with the parents who are also worried due to the behaviour of their children. It will be your responsibility to guide and counsel such parents. They have to be told that it is the normal process of children growing up and it is their duty to understand their children and help them in these crucial years so that they can mature into healthy adults.

Adolescents have a risk taking tendency and they tend to experiment with new things. In such circumstances and with peer pressure they tend to commit such mistakes which may lead them into addiction, drug abuse and even sexual relationship. As a teacher you are required to inculcate healthy life skills in your students so that they are able to integrate them in their behaviour and mature as responsible members of the society.

Check Your Progress

Notes : a) Use the space provided for your answer.

b) Compare your answer with those provided at the end of this unit.

1. How will the knowledge of behaviour pattern of adolescents help you as a teacher?

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2.4 CHARACTERISTIC FEATURES OF ADOLESCENT BEHAVIOUR

Behaviour was defined by Watson as an action, which can be seen and observed in an objective way. This means behaviour is the way in which an individual carries out his activities. Behaviour of an individual is influenced by the internal body environment as well as external environment around him.

Adolescent behaviour has been studied from very early times. Plato characterized the adolescents to be argumentative and easily excitable while Aristotle described them as impulsive, prone to excess and exaggeration and lacking self-restraint. The period of adolescence in the life of an individual is characterized as problematic and has been studied for a long time.

Adolescents are characterized by -

1. Anxiety
2. Mood swings
3. Confusion/Indecision
4. Lethargy
5. Argumentation
6. Anger/Irritability
7. Experimentation

This behaviour is normal behaviour pattern in adolescents.

1. **Anxiety** - It is an uneasy mental state concerning impending or anticipated ill. According to Hurlock, anxiety is marked by apprehension, uneasiness and foreboding from which the individual cannot escape; it is accompanied by a feeling of helplessness because the anxious person feels blocked unable to find a solution to problems.
2. **Mood swings** - The adolescents are characterized as moody. Sometimes they feel pleasant and on the other times they are depressed. This is due to their disturbed physiological condition because of effect of hormones.
3. **Confusion/Indecision** - Erickson characterizes the adolescents with identity vs confusion crisis. The physical and intellectual changes during adolescence disrupt their sense of continuity and personal wholeness. They pay great attention on how other people view them. Their choices are usually supported

by the reactions of parents and other people. They are not able to make decisions and keep on changing their roles. So they are said to be in a state of confusion/ indecision.

- 4. **Lethargy** - Adolescents tend not to eat properly and rapid pace of their growth makes them undernourished. As a result they become weak and lethargic.
5. **Argumentation** - Adolescents are greatly influenced by peers and they enjoy doing things with their group. Since they are growing up they want to take decisions themselves and want to do things their way, while adults (parents and teachers) want them to behave like mature individuals. This leads to arguments between them.
6. **Anger/irritability** - In adolescents, thwarting of desires, interruption of activities in progress, constant fault finding, teasing, lecturing, or making unfavourable comparisons with other children lead to anger. Older children when fail to realize their goals, they become angry at themselves or at the people they believe have stood in their way.
7. **Experimentation** - Adolescents show risk taking behaviour. They want to try doing different things. They are greatly influenced by their peer group. They want to be viewed as adults and tend to indulge in, alcoholism and even drug abuse. They may even want to indulge in sexual activity, which make them prone to STIs and AIDS.

2.5 CAUSES FOR TYPICAL ADOLESCENT BEHAVIOUR

Adolescence is a very crucial stage of development. All types of changes - biological, physical, social, cognitive etc. take place during this stage. The reasons for change in behaviour have been separately discussed below:

2.5.1 Physical Development

During the adolescent years, most children experience the growth spurt i.e. a rapid increase in height and weight. Accompanied by this growth spurt is the rapid development of reproductive organs that signal sexual maturity. Due to these changes, an adolescent becomes conscious of the physical body changes taking place. They are characterized by long arms and limbs. As they are in the state of transition their body proportion have not attained maturity, they sometime feel awkward and uncomfortable on looking at themselves. They are worried about their looks due to manifested physical changes and also fear about the opinion and the reactions of their peers and adults.

Children tend to show variation in entering the puberty growth spurt. Some children attain puberty earlier and some lag behind. There are various reasons for this such as nutrition, heredity and environment. These differences mean that some individuals who may have first entered puberty may mature before others of the same age. The early maturer begin to feel uncomfortable among the peers and late maturer are also worried about their identity in the group. If a child lags behind then he tends to be bullied by his peers and is teased as a small child by his clan.

Adolescence

Adolescents also need to adjust to their bodily changes and have to grow into a new individual. In all these circumstances, the child tends to become over conscious and is in a state of dilemma. He suffers from anxiety which develops after a period of frequent and intense worry that undermines children's self-confidence and predisposes them to generalized feelings of inadequacy.

Anxiety may be expressed in readily recognizable behaviour such as depression, nervousness, irritability, mood swings, restless sleep, quick anger and extraordinary sensitivity to what others say or do. Anxious children are unhappy because they feel insecure.

2.5.2 Cognitive Development

According to the Piaget's theory of cognitive development, the adolescent is placed in the formal operations stage of development, which is marked by the beginning of logical and abstract thinking. This means that the adolescents can visualize about concepts that have little or no basis in concrete reality. They are capable of forming multiple hypotheses. This leads the adolescent to think beyond concrete reality and he begins to visualize things from various perspectives. The transition from concrete to abstract thinking allows the adolescent to translate ideas and understand the consequences of actions in ways not possible for them before. These enhanced abilities also lead to a rapid accumulation of knowledge that opens up a range of issues and problems.

Thus, the adolescents begin to challenge everything, and want to experiment with new things. They tend to become argumentative and stubborn.

2.5.3 Social Development

Erik Erikson in his theory of 'psychosocial development' places adolescent in the fifth stage, which is a transitional stage from childhood to adulthood. Like any other stage of psychosocial development, psychological development of individual (their personalities and view of themselves) proceeds hand in hand with the social relations they establish as they go through life.

During adolescence individuals face a crisis of identity & role confusion. They pay great attention on how other people view them. They experiment with roles. They attempt to find out what kind of person they are and they adapt the characteristics of other people to see if their characteristics fit them.

Adolescent behaviour is characterized by egocentrism and autonomy. The physical changes coupled with the new thinking abilities, make them over conscious and they tend to become self-centered. As the adolescents begin to socialize, they desire autonomy that should be emotional, behavioural and of values.

According to Erikson if an individual is able to come out of crisis successfully he sees himself as a unique and integrated person i.e. he visualizes himself in high self-esteem and is better adjusted to his environment. If he fails to come over the crisis he is in a state of confusion over who and what he really is. He may develop what is called maladjusted personality.

Check Your Progress

Notes : a) Use the space provided for your answer.

b) Compare your answers with those provided at the end of this unit.

2. List the characteristic features of adolescent behaviour.

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3. What is the effect of physical development on the behaviour of an individual?

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2.6 CONSEQUENCES OF MALADJUSTMENT

For development of healthy society, it is essential that the transition from childhood to adulthood is smooth. An individual should be able to take his new role in a normal way.

Adolescence is marked by dominance of unpleasant emotions, which are hazardous to good personal and social adjustments because unpleasant emotions tend to colour children's outlook on life and their self-concepts. They also encourage the development of patterns of adjustment that are obstacles in the good social relationships. If unpleasant emotions and negative thought process about self are frequent and severe they can affect child's adjustments and may lead him into hazardous acts.

Since adolescent behaviour is marked by risk taking and they tend to fall to peer pressure to experiment they may indulge in smoking, drug abuse and may also be involved in exploitation of technology for unsocial behaviour or acts.

According to the survey report published in Delhi Times on 16.09.06 there has been increase in on campus smoking in Delhi schools. A recent survey conducted by the Vidya Sagar Institute of Mental Health and Neuro Sciences in 22 city schools reveals that 25-40 percent students in the age group of 15-18 confess to having "tried" cigarettes or alcohol, considered even drugs that can lead to a life time of addiction. Students also accept that drugs are finding their way into school bags.

Drug abuse, use of alcohol and smoking are all examples of maladjustment in adolescents. Along with this, the adolescents are also prone to STDs and AIDS due to their urge to experimentation, risk taking behaviour and increased sexual activity.

2.7 ROLE OF COUNSELLING

In today's times it is essential that adolescents are guided and they are imparted correct and apt information. As teachers, you shoulder great responsibility in guiding the youth of your country. Teachers have an opportunity to interact with students regularly and so they need to understand the mindset of their pupils and help them to adjust to the society in a normal way. They should look into the fact that adolescents do not succumb to the pressures and also they should try to impart life skills education to them so that they integrate the right life skills in themselves and grow into a healthy adult and a contributing citizen of the country.

Check Your Progress

Notes : a) Use the space provided for your answer.

b) Compare your answer with those provided at the end of this unit.

4. How can a teacher help in normal adjustment of adolescents?

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2.8 LET US SUM UP

In this unit we discussed about the typical behavioural features in adolescents. The adolescents suffer from anxiety, mood swings, lethargy, irritability etc. This is due to the fact that they are always in stress. This is because of the developmental changes taking place in their body as well as their changing social role and responsibilities. We also discussed that adolescents need to realize that changes taking place in their body are normal process of growing up. Secondly, they have to be provided adequate and accurate information about sexual health. The teachers as well as, family members should also help in proper adjustment of adolescents so that they do not indulge in experimentation and risk taking behaviour. This is important for the healthy development of the society.

2.9 UNIT-END EXERCISE

1. Select a group of five students studying in class IX, interview them on the various problems pertaining to their physical, social, emotional development. Prepare a report.

2.10 SUGGESTED READINGS

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Chapter-Developmental Information, *Normal Adolescent Behaviour*, (<http://www.youth4change.com/Handbook>)

2.11 ANSWERS TO CHECK YOUR PROGRESS

1. Knowledge of behaviour pattern will help a teacher to understand the causes of deviant behaviour in adolescents as well as it will help him to counsel and guide them.
2. The adolescents are characterized as anxious, moody, lethargic, argumentative irritable, angry etc.
3. Due to rapid pace of physical development and changes of puberty the adolescents tend to become anxious. They are over conscious of their bodily self and feel awkward sometimes.
4. Teacher can develop self-confidence in individuals as well as answer their curiosities; he/she can also help to integrate right life skills in the individuals.

UNIT 3 COMMON CONCERNS OF ADOLESCENTS

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Need to Understand the Concerns of Adolescents
 - 3.3.1 Understanding the Concerns in Society as Parent and Citizen
 - 3.3.2 Understanding the Concerns in Schools as a Teacher and Facilitator
- 3.4 Some Common Concerns of Adolescents
 - 3.4.1 Personal Concerns
 - 3.4.2 Socio-cultural Concerns
 - 3.4.3 Economic Concerns
- 3.5 Supporting and Helping Agencies for the Concerns of Adolescents
- 3.6 Let Us Sum Up
- 3.7 Unit-end Exercises
- 3.8 Suggested Readings
- 3.9 Answers to Check Your Progress

3.1 INTRODUCTION

In the previous units we have discussed that adolescence is the phase in the life span, the very essence of which is characterised as 'transitional' owing to sudden increase in the activities reflecting development of secondary sexual characteristics, self identity and sex drive. It is a period of rapid physical, emotional, social and behavioural changes and a period of changing relationships with parents, peer groups and the members of opposite sex. This period of life tends to be characterised by physical, psychological and social development specific in origin and timing to that period. Adolescence, more than any other factor is characterised by behavioural contradictions.

These changes can be hormone driven or by interaction of adolescents with the existing socio-cultural atmosphere which initiates a process of redefining the social relationship. Each of these processes of maturation is, however, independent of personal control. The real problems of the adolescent, therefore, lie in the areas of social, emotional, moral and economic maturity. The remainder of this unit will describe adolescent progress in satisfying the adulthood maturation and related concerns of this phase.

3.2 OBJECTIVES

After going through this unit, you should be able to :

- explain the need to understand the concerns of adolescents;

- differentiate the concerns of adolescents in society and in educational institutions;
- identify and discuss some common concerns of adolescents due to personal, socio-cultural and economic reasons;
- list the causes of problems during the adolescence period and measures of resolving the same;
- describe the supporting and helping agencies for the concerns of adolescence.

3.3 NEED TO UNDERSTAND THE CONCERNS OF ADOLESCENTS

Parents and teachers have the most important influence on the children. Sharing with the child his problems, will lead him to develop self-confidence and the solution of domestic as well as social and academic problems. Since actions speak louder than words, keeping interest in adolescents' activities will produce a healthy relationship.

Changes in the expression of emotions have been seen in this phase. Several psychologists have worked out for measuring emotional maturity and expressing it in terms of emotional age.

The juvenile delinquents with abnormal behaviour are almost always found to have low emotional quotients, coupled with intelligence quotients that are more likely to be low rather than high. The positive values in adolescents can be inculcated with experience of social skills, feeling of loyalty and with getting along with the like-minded people. On the whole, the adolescents are the most valuable unit of society and teachers and parents have to play definite role in it with proper understanding of adolescents and their concerns.

This effort will be helpful for the adolescents in following ways:

1. **Emotional maturity** - The better understanding will encourage the adolescents to emerge from childish into adult forms of emotional expression. They will learn not to flee from reality. They will also substitute rational for emotional reactions at least in situations that recur.
2. **Social maturity** - The adolescents will get along well with work and with others. They will develop self-reliance in matter of taste and develop tolerance of human differences.
3. **Economic independence** - Better understanding and helping hands from parents and teachers will help an adolescent to select work for which he is fit and he will learn the proper use of leisure.
4. **Intellectual adulthood** - The adolescent will begin to develop an attitude towards experience that will give his life a meaning and develop a set of ideals to guide him towards his goals.

3.3.1 Understanding the Concerns in Society as Parent and Citizen

No matter how old people are, they are still like emotional children, as long as they continue to run only to their parents for assistance and understanding. The true adult loves his parents, respect their desires, yet makes his own decisions and lives his own life.

For an adolescent to become free of his childhood attachments to parental authority, parents must learn to give up the control. Attempts to resist will produce either childish or rebellious adults.

There are few main areas in which parents can help their adolescent children to progress towards mature independence.

- Build a close relationship by conversing with the adolescent and try to understand his/her point of view.
- Try to make him/her aware of the implications of peer pressure and how to deal with the same tactfully.
- Help the adolescent appreciate socio-cultural values and keep him away from social evils.
- With no alcohol and drug taking habits, parents can become role model for them.

3.3.2 Understanding the Concerns in Schools as a Teacher and Facilitator

Whenever you get appropriate time, while teaching or through informal contacts discuss with students the problems they are facing. Keep a close watch on your students' activities and their interests. It will be helpful in understanding their behaviour. Encourage discussion among them on the socio-cultural value-based issues. Juvenile delinquency, drug abuse and sex related problems could be discussed with a positive attitude. But be careful in advising them and give them space for their own value Judgement. Help them examine their career options and encourage them to set goals and achieve those goals.

Check Your Progress

- Notes:** a) Use the space provided for your answer.
 b) Compare your answers with those provided at the end of this unit.

1. What are the causes of common concerns that are related to adolescents?

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2. How can a teacher help an adolescent to overcome the problematic phase of his/her life?

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3.4 SOME COMMON CONCERNS OF ADOLESCENTS

We have discussed about characteristics of adolescence in previous units. In a nutshell, we can say that in this phase an adolescent tries to adjust himself to the external atmosphere and an automatic collection of physical and psycho-social traits appear of an individual personality. Some common concerns of the adolescents can be categorised as follows.

3.4.1 Personal Concerns

These concerns can be further grouped into (a) Physical and (b) Emotional concerns.

(a) Physical concerns

1. **Homosexuality** : Psychologists and biologists have made a good deal of study for biological bases of adolescent personality. Important external and internal bodily changes take place in sexual characteristics. Three different phases mark the development of sexual urge at adolescence. These are autoerotism, homosexuality and heterosexuality.

Homosexuality is a major concern of physical development of adolescents these days as it is increasing day to day. During this period, passionate friendship develops between the members of same sex. This kind of abnormal and unnatural sexual behaviour may lead adolescents to sex related diseases and HIV/AIDS transmission. It will be better that the teachers and parents should give instructions about sex carefully and frankly.

(b) Emotional concerns

At this stage social changes are reflected under the influence of the peer group. New values in friendship, social acceptance and rejection and selection of leaders are seen. Some concerns related to personal emotions are:

1. **Increased peer influence** : It is the peer group in which an adolescent continues to formulate and revise his concept of individuality and he correlates his problems from which he is struggling to free himself. The peer group offers the adolescent a world in which he may associate in a climate, where the values that are set not by adults, but by others of his own age. Sometimes a group is formed and anti-social behaviours like theft, gambling, prostitution, alcoholism etc. are seen due to peer pressure and influence.
2. **Drug abuse** : It is generally observed that adolescents are particularly more at risk for drug abuse. Most of the drug addicts start using drugs out of curiosity,

quite often under the influence of friends and peer group. They wrongly believe that drugs will help to overcome their boredom, depression and fatigue.

It has also been found that some adolescents start taking drugs because of the lack of love and understanding on the part of those who have been very closely attached to such persons. Most of the drug addicts are found to suffer from frustration in life.

Adolescents in India are equally vulnerable. According to the India Drug Country Report, 1995 most of the drug abusers are of adolescent age. Physical and psychological dependence on drugs leads them to the state of euphoria.

Prevention of Drug Abuse

Our socio-cultural environment does not approve the use of tobacco, alcohol, or other linked drugs. Attitudes concerning smoking, drinking and other forms of drug abuse usually are found during early adolescence and hence interventions for prevention must begin early.

Parents and teachers play decisive role in helping child to cultivate proper attitude towards drugs. To tackle the problem they must take great care and deal the solution psychologically.

As citizens, we must remain alert and if and when we come across any thing suspicious regarding drugs, inform the law enforcing authority. We should advice and help addicts to seek treatment from hospitals or counselling de-addiction centers. We must remember that adolescents are the key part of our society and their well being is of great concern.

3.4.2 Socio-cultural Concerns

1. Juvenile delinquency

Juvenile delinquency is one of the most important social problems. It involves wrongdoing by a child or by a young person who is under age specified by the law. Biologically Juvenile delinquency is that type of behaviour pattern of an adolescent, which is injurious to society and therefore, prohibited. Indulgences in breaking the laws, theft, physical molestation, rape, destroying public property, etc, are a few examples where juvenile delinquency can be seen. There are various factors for this kind of behaviour:

- (a) Social factors - The Social factors involve undesirable social conditions such as poverty, unemployment and lack of proper sanitation at home or outside.
- (b) Psychological factors - The psychological factors involve mental conflict, emotional disturbance, sexual immaturity, undesirable environment etc.
- (c) Biological factors - Biological factors involve physical elements such as blindness, impaired hearing.

2. Child Labour

The problem of child labour has got deep social and economic implications. It

is basically adolescent of 13 to 19 years of age group, who is found working as labourer. These child workers present a sad picture of industrialisation.

Common Concerns of Adolescents

Work in childhood and the circumstances under which child labour is prevalent, is a social evil and natural waste at the time of physical growth and development. It directly influences the child's health and exerts negative effect upon it. It seriously interferes with education and thus precludes the most productive participation in the privileges and obligations of citizenship.

Over population, low level of earning in the family, illiteracy and absence of State control are the few causes of child labour.

3. Suicide

Suicide is not the result of geographical, heredity or the other similar factors; it is the social factor, which results from the social phenomenon. The imbalance of the happiness caused by lack of resources, makes an individual unhappy and the seeds for suicide are thereby sown.

All the activities at the time of adolescence are goal-oriented and once the goal is not achieved, frustration is caused. If the society is not able to handle the factors responsible for the frustration, he or she commits suicide.

Increasing academic competition, stress of studies, peer group pressure, exam phobia and urge for good marks, pressure from parents and school for better results in exams are few aspects in which an adolescent sometimes finds himself lost and when he is unable to cope up, he commits suicide. This problem is increasing day by day and is the area of great concern for parents, teachers as well as social organizations.

4. Negative impact of mass media on adolescents

Recreation is an important necessity for a person. Today's world is the world of information and technology. A boom of technology can be seen in print and electronic media for the recreational purpose. We can see these days that adolescents are also mishandling this boon. In fact, leisure has become nuisance in its commercial form. It is the result of amusement enterprise organised for the mere purpose of profit and it does not meet any value. Misuse of computer Internet, mobile phones and other audio-video devices has been commonly seen. The use of mobile phone and audio video devices are popular among the adolescents these days. It not only keeps our younger generation in daydreaming and raw knowledge of sexual behaviour but also enhances the danger of indulgence in abnormal activities leading to sexually transmitted infections. These diseases affect sexual organs and can seriously affect the entire health of an individual.

5. Prevention

The international code of satellite use and ban on pornography can be a strong measure to overcome the problem. Proper sex education and recreational use of mass media can be a tool for the purpose.

The advisory panels and censor boards must do something in this field and

there should be principles for the guidance of mass media in the interest of Adolescents today.

6. Gender role issue and adolescence

It is increasingly accepted that gender issue influences all aspects of human life in the way individuals grow in the family, the schooling they receive, the health care services, the social roles they play, the way they participate in the decision making process in family, social and political situation and the power and authority they command in different context.

In many ways the notion of sex-linked concept of gender, is also socially contracted. Gender roles are sets of behaviours, which are determined by the society for males and females. In almost all societies men and women are assigned different roles but they do not get equal position of power in society. Males are valued higher than females.

There has been a perceptible change in the traditional gender roles during the last three or four decades consequent upon the efforts to promote gender equality. This embodies the principles of equality of rights, status and mutual respect between males and females. But, still a lot of efforts are needed for the evil of discrimination against women.

The gender role stereotypes register the most striking impact when children grow and reach the stage of adolescence. An appropriate gender role among adolescents is regarded essential to ensure their healthy physical, emotional and social growth and development. There is an urgent need to eliminate all forms of discrimination against the girl child and the root causes of son preference, which results in harmful and unethical practices. It is equally essential to appreciate the value of girl child and to strengthen her self-esteem and status. The social environment has to take reproductive health as a human right issue to include females right to have control over their bodies to decide freely and responsibly on matters related to sexual and reproductive health without coercion, discrimination and violence.

3.4.3 Economic Concerns

Poverty and unemployment

Poverty is one of the main problems, which has attracted the attention of sociologists as well as economists. It indicates a condition in which an individual fails to maintain a living standard adequate for his physical and mental efficiency. Low income of the family compels adolescents for beggary and child labour resulting into illiteracy, school absenteeism and dropout at the secondary and sr. secondary school level.

Unemployment has a conditioning influence on economy because there is no income of an unemployed person. In spite of the fact that India is rich in natural resources and manpower, over population leads adolescents to unemployment and thus poor economic condition of the State. It also accounts for increasing crimes among adolescents.

3.5 SUPPORTING AND HELPING AGENCIES FOR THE CONCERNS OF ADOLESCENTS

After going through the personal, socio-cultural and economic concerns of adolescents, we can see the clear picture of their state of mind. The modern adolescent wants to feel secure and to enjoy emotional satisfaction. To overcome their problems, there is a dire need for sex education and training in responsibility, proper moral development and education for character development.

It is the duty of parents, teachers, school of administration and society at large to provide proper atmosphere for the education of emotions and instincts, selection of the vocation and proper use of leisure. Education as per individual differences and aptitude will definitely help the adolescents to overcome their problems. The Govt., NGOs and social organizations need to give proper attention to the concerns of adolescents, find out the causes and offer solutions.

3.6 LET US SUM UP

In this unit you have studied the need for understanding the concerns of the adolescent phase of growth and development. As a parent, teacher and citizen one must know the problems of this transitional phase and related concerns for the sake of a healthy society.

We have discussed the common concerns of the adolescent phase which are mainly due to (i) personal reasons i.e. physical and emotional, (ii) socio cultural i.e. society, school and teacher related, impact of mass media and (iii) economical i.e. poverty and unemployment. We have also studied the measures to overcome these concerns and the role of the supporting and helping agencies.

Finally, the concerns are to be widely discussed and it is the responsibility of the teacher and society at large to cooperate with the adolescents for coping up with the related concerns with a sympathetic and positive attitude.

3.7 UNIT-END EXERCISES

1. Critically examine the need to understand the concerns of adolescents in view of the rapid changing societal norms.
2. Briefly describe the common socio-cultural concerns of adolescents.
3. Discuss the role of school and teachers in dealing with the concerns of adolescents.
4. Drug abuse is a matter of great concern for today's youth. What should be the National and International efforts to overcome this problem in your point of view?
5. How can sex education be helpful to the adolescents as an effective preventive measure to check HIV/AIDS and other sexually linked diseases?

3.8 SUGGESTED READINGS

Abraham Sperling (1984): *Psychology Made Simple*, Rupa & Co., Heinemann: London.

Conger, C. (1979): *Adolescence*, Harper and Row : London.

Rutter, M. (1975): *Helping Troubled Children*, Penguin: London.

3.9 ANSWERS TO CHECK YOUR PROGRESS

1. Physical, emotional and socio-cultural changes often lead to psychological pressure on adolescents. The rapid pace of development, as well as influence of peers and expectations of parents/teachers make adolescents maladjusted in the society and this results in development of wrong habits in them.
2. A teacher can act as a guide to his students by providing authentic knowledge to his/her students as well as help to inculcate healthy habits and skills in them.

UNIT 4 ROLE AND FUNCTION OF TEACHERS AND SCHOOL FOR GUIDING ADOLESCENTS

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Need of Guiding the Adolescents
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4.1 INTRODUCTION

In the previous units we discussed the values, behavioural patterns and concerns of adolescents. Now, we will discuss more about how these changes affect the social, emotional and moral development of a learner. This unit focuses on the various aspects of development and the need of proper education in every phase of adolescence.

The educational implications of physical, social, emotional and moral development have been highlighted to make you aware of the need to facilitate adolescents development in the desired direction using appropriate ways.

14.2 OBJECTIVES

After studying this unit you, will be able to :

- discuss the need and importance of studying the physical, social, emotional and moral development of the adolescents;
- identify the need of inculcating healthy attitude towards the changes;
- describe the essential skills and ways to cope with the changes and behavioural problems of adolescents;

- understand and acquire a set of values as a guide to behavioural problems;
- explain appropriate methods of guiding adolescents.

4.3 NEED OF GUIDING THE ADOLESCENTS

Adolescence is a period from the onset of puberty to maturity. It is generally defined with reference to a period of 10 to 19 years though it is difficult to point out the exact range of the adolescence period. The standard of living, health and climate, culture traditions and environment, attitude towards sex, etc, are some of the other factors which determine the period. World Health Organization (WHO) defines adolescence as the progression from appearance of secondary sex characteristics (puberty) to reproductive maturity, development of adult mental processes and adult identity and transition from total socio-economic dependence to relative independence (WHO, 1977).

Adolescence, usually characterized by the youthful exuberance as its most endearing hallmark, is a transition period between childhood and adulthood. Its distinctiveness is reflected in rapid, physical, psychological, emotional, and behavioural changes and developments that take place during this period. The suddenness of the changes and developments quite often results in anxieties and causes confusion and unrest among adolescents. Since these changes and developments are primarily related to sexual development which has traditionally been a taboo, adolescents do not have access to accurate information through authentic sources like family or educational institutions. More importantly, they do not get any opportunity to equip themselves with the needed coping skills, the lack of which makes them vulnerable to risky behaviour.

Besides, being a phase of physical maturity, adolescence is a period of progress towards mental, intellectual and emotional maturity. Since the adolescents lack proper understanding of the implications of this period and relevance of the socio-cultural influences, they start distancing themselves from the adult world. This suddenness and rapid pace with which the changes take place in the body and mind of adolescents and other influences generate a number of problems and special needs which adolescents find difficult to understand on their own. So far, there is no authentic source readily available to them through which they can get scientific knowledge regarding the changes and developments in them, they fall back upon the peer-group that itself is ill-informed which provide wrong information. They develop misconceptions resulting in awkward and undesirable behaviour.

It is necessary for the adolescents to behave in a right manner and establish themselves and cooperate at home and outside. They need authentic knowledge that help them understand the process of growing up without partinle refence with reproductive and sexual health needs. They have to be well equipped to cope with the problems which they confront during the transitional phase. They need guidance and independence simultaneously to explore life for themselves in order to attain a level of maturity required to make responsible and correct decisions. All this highlights the role and function of teachers and school in guiding the adolescents.

4.4 EDUCATION AND VARIOUS ASPECTS OF GROWTH AND DEVELOPMENT

**Role and Function of
Teachers and School for
Guiding Adolescents**

You are supposed to deal with the adolescents and therefore, you need to be familiar with the development pattern of these adolescents along with their specific needs, characteristics and problems. The teacher and the school have a major role in facilitating the overall development of learners, once they are enrolled in the school. The purpose of discussing various types of development, is to make you aware of the underlying principles of the child development in the school environment. The knowledge thus gained will help you understand the educational implications of the physical, social, emotional and moral development of adolescents, while designing curricular and co-curricular activities of the school. You are expected to consider certain factors which contribute towards proper development of their personality.

4.4.1 Physical Development and Education

Physical health of the children must be good for the success and efficiency in all fields of life. The teachers should regard this aspect of development as very important and pay much attention. Good school and teachers should see that children have proper physical growth and motor development. The teachers should provide for adolescents growth in the school through useful activities and adapting its programmes to individual variations and gaps. To ensure this, regular medical and health examination should be conducted under expert medical supervision.

Teachers should realize that physical growth and motor development have an important effect on the behaviour of the adolescent learners. They should know there are individual differences in this area. These individual differences should be understood, respected and provided for in terms of suitable programmes. Class room and curricular activities which involve physical strength, motor speed accuracy and co-ordination of bodily parts should be adopted to variations in physical and motor development. Varied sports and games suitable for all types of learners should be provided in daily school functioning. Practical information concerning physical growth, personal hygiene, food habits etc., should be imparted to adolescents in an interesting manner.

The play activities, craftwork and other manual work in a school are very valuable for the optimum physical growth and motor development. They should form an integral part of the curriculum. The growth of motor behaviour as reported in various research findings, point out to the specific development task at various age levels. This knowledge can help the teacher in setting his/her expectations for the learners and in framing the programmes in accordance with their needs. This may also serve as safeguard against the possibilities of their developing irrational worries and anxieties regarding abrupt development taking place in their bodies.

Some of the useful manual activities are woodwork, spinning, weaving, book-binding, gardening, tailoring and the like. If these activities are introduced as group projects, these will help not only motor development but make the acquisition of knowledge and information practical and real and would promote a spirit of co-operation among adolescents.

Adolescence

For proper physical growth, it is very essential to impart knowledge on the physiology of body on scientific lines. This enables them to accept these changes as and when they come. They have abundance of energy which has to be channelised properly. This becomes the utmost duty of teachers and the school to direct adolescents energy into socially useful channels.

One of the aspects of physical growth is the sexual development during adolescence. This emphasises the importance of sexual health education. Each adolescent needs to understand the biological changes and what they imply. Absence of proper sexual health education may lead them to withdraw from the social group. This is how unsocial attitudes and behaviour develop. Adolescents need sympathetic understanding. Teacher can handle their vigour and enthusiasm in a useful manner. Indeed, they require an expert guidance from your hands. The all round development of adolescents depends on proper physical growth, which again depends on teachers' guidance and education.

Further, Adolescents coming from poor socio-economic conditions or culturally backward areas should be provided balanced diet in schools for proper physical development. The future success in life depends on sound mind in a sound body. The school should make an effort to lay down the foundations of sound physical development.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of this unit.

1. How can a teacher guide the adolescents for proper physical development? Discuss.

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4.4.2 Social Development and Education

Adolescence is the period of increased social relationships and contact. The school should therefore, provide adequate and ample opportunities leading to the social growth of the adolescents. It should aim at creating such a conducive environment as would develop satisfying social relations.

Group loyalty becomes pronounced during this period. Family pride and loyalty are also well-marked. Co-operation reaches its peak. Adolescence is a period of strong friendship or hostility. The adolescents need proper education on how to develop healthy and desirable relations with their classmates. When he is denied the peer status, he is frustrated. He exhibits a strong desire to reform others and is critical of social injustice in the community. Teacher should try to encourage among adolescents group compatibility, kindness, sympathy, fair play, courtesy, politeness, dependability, self confidence, co-operation, leadership and cheerfulness.

Teacher can inspire them to participate in co-operative activities without conflict.

He can also guide adolescents to take responsibilities. With the expert guidance of teacher, students must realize how to accept different roles in accordance with the demands of different situations. It depends on the efficiency of the teacher how he guides them to put group benefits before selfish gains.

The organization of clubs, camps, groups and societies is also very helpful in maintaining the social health of children. The establishment of small literary and social groups, screening of educational films, organizing dramas, scout groups, camp fire etc, provide extremely wholesome social diet for adolescents. Activities such as these would mould the character and personality of learners in desirable direction.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with are given at the end of this unit.

2. Discuss the role of a teacher in facilitating social development of adolescents.

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4.4.3 Emotional Development and Education

C.T. Morgan, emphasizing the importance of emotions in life, writes that emotions are basic, primeval forces of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success or to add colour and spice to our living. Our emotions control our behaviour. Adolescence is marked by heightened emotionality. Emotions like love, anger, hate, jealousy, fear, worry and joy etc, all reach its peak. At no stage the child is so restless and emotionally perturbed as in adolescence. He is too sensitive and moody. In the words to Ross, "The adolescent lives on intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression". This is why the period is often stated as a period of stress and strain. Sometimes he is hilarious but on other occasion he is depressed. He may develop morbid fears and inferiority complex.

If the teacher is aware about all these upheavals of adolescents, he can guide accordingly. Developing proper emotions and controlling them is very essential objective of education during adolescence. Meeting social demands as well as to eliminate the damaging effects of emotions on attitudes, habits, behaviour and physical well being, control of emotions is essential. Control does not mean repression but it means learning to approach a social situation with rational attitude and repression of those emotions which are socially unacceptable. The class-room teacher can play an important role to reduce pressures that interfere with adolescents emotional development.

- Proper training - A teacher can use devices and methods to control fears of

inadequacy in various situations by developing competencies and skills, thus developing self-confidence.

- Development of resistance - A teacher should help the adolescents to examine themselves in finding the causes of failure and frustrations thus developing in them the resistance to frustrations.
- Proper understanding - As the adolescent is beset by problems of divided loyalties, accentuated by the lack of adult privileges and responsibilities, he is very sensitive and does not welcome any criticism. It becomes the utmost duty of the teacher to understand the adolescents and change the attitude towards him, try to provide him the proper environment for the expression of pent up feelings and can suggest the same for parents at home.

Fair treatment, sympathy, co-operation, and freedom of action within a reasonable limit should be given to adolescents and no unnecessary restrictions should be imposed. A variety of interests should be developed to avoid frustration.

Teach the adolescents to relax by providing opportunities for hobbies, cultural activities, catharsis through play, free discussion, drama etc.

Suggesting the parents not to over protect the child can be an effective way of handling the emotions of youth.

- **Verbalization of feelings** - Adolescents should be trained to express their feelings. As the verbalization of pent up emotional feelings release mental tension and as emotions are put into words, they become diffused, less intense and manageable. The teacher must develop a clear recognition of the desirability of achieving free and constructive expression of emotions which will result in progress towards the desired goal.
- **Health** - Poor health of the children may cause irritable behaviour like worry, anxiety, fear etc. Hence the health of children should be properly looked after. Moreover, teachers can guide them that they should study when they are not tired lest it should result in negative learning and feeling of inadequacy.
- **Picnic and tours** - The teacher can organize picnics, excursions and tours to provide them opportunities to understand each other and to come closer. This may resolve many problems.

4.4.4 Moral Development and Education

One of the causes of increasing restlessness, indiscipline, dishonesty and aimlessness among the youth of India is that there is no proper provision of religious and moral education in our system of education. Ours is a secular state and therefore, the doubts are expressed in the provision of religious instructions inside the schools. But it is a false fear standing on erroneous grounds. Actually the roots and the goals of the all religions are one and the same, the essence of all the religions is morality. Parents, social workers and administrators should join their hands in creating suitable atmosphere and offering opportunities of practicing moral qualities. The emphasis should be shifted from rituals to ideals.

Teachers may organize morning assembly in the school, celebrate festivals and national days, undertake visit to backward and slum areas and render some sort of service to the people living in such areas.

Camps, social service programmes, games, community and school get-together can become very effective in the moral development of the learners.

Teachers may guide the adolescents by urging that it is their moral duty to be sincere to the institution, community and nation. They can be involved in activities such as campus cleaning, adult literacy campaigns etc.

4.4.5 Intellectual Development and Education

The dramatic physical and psychological changes that occur in adolescence may tend to obscure the fact that impressive changes in cognitive development are taking place at the same time. Indeed it is correct to say that adolescence is the period during which the capacity to acquire and utilize knowledge reaches its peak efficiency. They become curious to know what others feel about them.

Here the teachers can play a very important role. Effective development can take place if teachers provide a variety of rich and concrete experiences and challenging activities for the learners. The home and school surround the adolescents with problematic situations. In the process of solving problems and meeting difficulties the adolescents develop their power of thinking and reasoning. Hence, it is the duty of the teachers to avoid too much telling, over emphasis on text books and cramming but encourage the use of discussion and socialized teaching.

For intellectual growth nothing can beat a good library. Adolescents by nature are adventurous and inquisitive. They can quench this thirst of theirs by reading stories of great explorations and inventions. The adolescents are always eager to express both orally and in writing. Literary societies and school magazines can satisfy this urge.

It is an old adage but nonetheless true that an empty brain is devil's workshop. The adolescents, if not fully occupied, would become a devil's workshop by creating trouble for themselves and for others. Therefore, to utilize their leisure time profitably certain hobbies should be introduced in schools.

Provision for vocational education - There is a strong desire of achieving independence in adolescents. What occupation should they choose, how they can earn their livelihood are some questions, the answers to which they try to seek. Here arises the need of proper vocational guidance and vocational education for them. There is a strong need to provide job-oriented and vocation based practical education to the adolescents, otherwise there is a danger, that they may turn into anti social behaviourists.

4.4.6 Rendering Proper Sex Education

Sex plays very dominant role at the age of adolescence. The rapid physiological changes, the secretion of sex hormones, the sudden awakening of sex instincts and urges - all necessitate the provision of adequate sex information and education for adolescents. They should be helped in making adjustment with regard to their new bodily changes.

We can not isolate our adolescents from social set up. They come to know about sex from many sources. They may fall on unhealthy sources. So a teacher has to take care of their sex instincts and urges. There should be proper sublimation of sex instinct and channelization of sexual energy. Forceful inhibition, taboos and restrictions imposed in this direction bring disastrous results.

It can be given non-emotional title such as personal relations of life adjustment, healthy hygiene of sexual health education. It should form an integral part of regular curriculum. Various topics of sex education should be incorporated in subjects like science, home science, psychology, sociology etc. Our schools should provide effective guidance in this area of adolescents' life.

4.5 CASE STUDY

A teacher came across a problem "A boy could not accomplish his home work as his father was hospitalized the previous night, but teacher without knowing the reason punished him. The boy who was already stressed, got angry and turned rebellious."

Objective: To understand the effect of stress/anger on Adolescents and to help devise strategy to cope with the problem.

Remedy: The other concerned teacher discussed the problem with Head and colleagues. He came to realize that anger can have negative effect on health and behaviour and thus handled the case effectively. He first tried to find out the cause, helped the boy to cope with the problems of life, how to relax, not to have stress and anger and accomplish the task. What would you have done to solve the problem?

4.6 LET US SUM UP

A teacher can help the adolescents to overcome their problems and adjust smoothly by:

- Understanding the characteristics of period of adolescence, its stress, strains, urges, cravings, changes and problems.
- Sympathetic attitude towards them.
- Setting a good example of his/her own good conduct.
- Appropriate information about sex.
- Redirecting adolescents energies into fruitful channels through sports and other student activities.
- Providing freedom.
- Educational and vocational guidance.
- Fostering Nationalism, citizenship and self sacrifice.
- Providing activity-based curriculum.

4.7 UNIT-END EXERCISES

1. Select any adolescent of your class. Ask about his emotional problems. Prepare a report while suggesting educational help.
2. How you as a teacher, will help a student who is inattentive and irregular in the classroom?
3. Suggest ways a teacher can help in healthy adjustment of adolescents.

4.8 SUGGESTED READINGS

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4.9 ANSWERS TO CHECK YOUR PROGRESS

1. a) Arranging sports and games.
b) Making them aware about personal hygiene and food habits.
c) Knowledge of physiology of body on scientific lines.
d) Making provision of balanced diet.
2. a) Provide conducive environment to develop good relations with class mates.
b) Helping adolescents to participate in co-operative activities.
c) Organization of camps and clubs.

